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ABSTRACT

Previous studies by the Manitoba Post-Secondary Research Reference Committee have indicated a substantial group of high school students who, although they had indicated a 40% or greater chance of going on to post-secondary education the next fall, did not enroll. This group, although academically qualified, had experienced circumstances which caused them to change their minds. This study investigated the basic profile of this nonparticipating group who had indicated earlier post-secondary intentions and attempts to discover the reasons why their aspirations were not realized. The study estimates the proportion of the sample population that entered post-secondary education. For the nonparticipating group, the study provides a profile of socio-economic characteristics, factors accounting for nonparticipation, post high school experiences, and future plans with respect to continuing education. It is considered that this information will be of value to institutions and other post-secondary organizations to understand more clearly why qualified people do not participate in post-secondary education and to assist with the development of plans to meet the educational needs of such individuals. (Author)

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March, 1977

A Follow-Up Study of Grade Twelve Students Qualified and Expressing Plans to Undertake Post-Secondary Education Who Did Not Attend

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The Post-Secondary Research Reference Committee of the Province of Manitoba; a Joint Research Committee of the Universities, Community Colleges, the Universities Grants Commission, the Department of Continuing Education and Manpower, and the Department of Education.

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A FOLLOW-UP STUDY OF GRADE 12 STUDENTS QUALIFIED AND EXPRESSING PLANS TO UNDERTAKE POST-SECONDARY EDUCATION WHO DID NOT ATTEND

1972-1974

A Project of

The Manitoba Post-Secondary Research Reference Committee

M. Dale Beckman, Ph.D.

THE MANITOBA POST-SECONDARY RESEARCH REFERENCE COMMITTEE

The Post-Secondary Research Reference Committee is an organization responsible for identifying information needs of common concern to the post-secondary education sector and for planning and implementing research projects.

The PSRRC is a joint research committee with representation from each of the Universities and Community Colleges in the Province, the Universities Grants Commission, the Department of Continuing Education and Manpower, the Department of Education, and other related organizations.

The Universities Grants Commission and the Department of Continuing Education and Manpower fund the activities of the committee.

The PSRRC's mandate is to provide strategic information to support planning and analysis at both the institutional and systems level and to ensure compatibility of research projects with planning activities of the constituent members on the committee.

In this respect, the main objectives of the committee are:

(i) to study the need for post-secondary education.

(ii) to enquire into the nature of constraints which tend to divert students from continuing education and to develop information regarding their characteristics.

(iii) to develop other information requested by the sponsoring agencies or post-secondary sector organizations.

The committee also co-ordinates and facilitates the collection and exchange of information on post-secondary education.

Members of the PSRRC are:

C. Kennedy	Brandon University
Dr. E. MacPherson	University of Manitoba
Dr. B. Hogg	University of Winnipeg
D. Foidart	College Universitaire de Saint Boniface
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J.E. Nykoluk, Co-chairman	Department of Continuing Education and Manpower
Dr. B.B. Hoffman, Co-chairman	Universities Grants Commission

INTRODUCTION

This study is one of a series of projects planned by the Manitoba Post-Secondary Research Reference Committee. Since 1970-71, when there occurred significant changes in the pattern of student enrollment in post-secondary education, the Post-Secondary Research Reference Committee has been studying student aspirations and relating these to demand for post-secondary education. Early findings of previous 1972-1974 studies indicated a substantial group of high school students who, although they had indicated a 40% or greater chance of going on to post-secondary education the next fall, did not enroll. This group, although academically qualified, had experienced circumstances which caused them to change their mind. The purpose of this study was to investigate the basic profile of this "non-participating" group who had indicated earlier post-secondary intentions and discover the reasons why their aspirations were not realized.

It is all too rare in education research that the opportunity appears to compare earlier high school student's aspirations, plans and profiles to their current status and to explore their present education goals, occupational experiences and general satisfaction or dissatisfaction with the outcomes. The research indicates shifts in student

attitudes and behaviour over three years and it identifies the effect of factors such as place of residence and family background on students' plans and decisions.

The study estimates the proportion of the sample population that entered post-secondary education. For the non-participating group, the study provides a profile of socio-economic characteristics, factors accounting for non-participation, post high school experiences, and future plans with respect to continuing education. It is considered that this information will be of value to institutions and other post-secondary organizations to understand more clearly why qualified people do not participate in post-secondary education and to assist with the development of plans to meet the educational needs of such individuals.

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I. PURPOSE OF THE STUDY

Since 1972 the Manitoba Research Reference Committee has undertaken a number of studies[1] to assess the demand for post-secondary education in the province. These studies have met with a considerable amount of success and have ultimately led to the development of an ongoing system for monitoring the demand for post-secondary education. This system is known as PDEM-2[2]. In the process of conducting and analyzing the demand studies it became evident that there was a sizable number of graduated Grade 12 students who were identified as indicating a desire to go on to post-secondary education who in fact did not enrol. In terms of enrolment forecasting, these students represent a sizable proportion of first-time first-year enrolments.

Consequently, the need became clear for a longitudinal follow-up of this particular group of students and the

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[1]T.S. Major, The Profile of Grade Twelve Students in Manitoba, 1972, June 1973 (Research Reference Committee, Province of Manitoba).

_____, The Profile of Grade Twelve Students in Manitoba, 1973, June 1973 (Research Reference Committee, Province of Manitoba)

_____, Validation of the Results of the Grade 12 Student Profile Studies in Manitoba 1972 and 1973, December, 1974 (Research Reference Committee, Province of Manitoba)

[2]Developed by T.S. Major and M.D. Beckman.

development of an information base on profile characteristics, post-high school experiences and potential future demand for post-secondary education.

Specifically, this research study addresses the following questions:

1. Who are the academically qualified but "non-participating" students?

   What are their demographic and socioeconomic characteristics?

   What attitudes and values relating to post-secondary education do they hold?

2. What factors - personal, internal institutional, and external-were present that may have accounted for the high school student not entering post-secondary education directly in spite of his/her expressed desire to do so?

3. What has been the post-high school experience of these students in the world of work and education?

4. What are the probabilities of these students entering post-secondary education in the future?

II. METHODOLOGY

How do you find and interview students who participated in a study three years ago? This is particularly difficult when not even their whereabouts is known. This serious problem was overcome by mailing questionnaires to students' home addresses with directions on the envelope to "please forward". Thus, the mail was used to follow students

wherever they lived in Canada. The process was doubly difficult because home addresses were not available either.

Sampling Process

The process of developing a mailing list was extremely long and painstaking, and involved several weeks of work. In arriving at a final mailing list, two separate processes were undertaken.

First, the sample of non-participating students had to be identified. The original list provided by the Research Reference Committee proved to be unsuitable for the study, and efforts were then directed towards developing a new one.

The basic criteria for selection revolved around the student's response to an earlier questionnaire. In the Demand studies, (administered to select grade 12 students in each of the years 1972, 1973 and 1974,) students were asked to indicate their degree of certainty regarding attending post-secondary institutions. Those who indicated a 40% or greater chance of going on were identified by number (student names are confidential, and are not included in the data files).

These numbers were compared to confidential lists maintained by the Universities Grants Commission. While most of the numbers for 1972 were easily matched to names,

many of the 1974 candidates and a very large group of the 1973 candidates were no longer listed in the UGC name files. An estimated 400 numbers were eliminated for lack of complete files on the Demand Studies.

These names were then compiled into alphabetical order by year of graduation. The lists were next taken to each of the Universities (Brandon, Winnipeg and Manitoba) where enrolment lists for the past 4 years were checked to determine whether or not each candidate had enrolled. Similar checks were performed using enrolment lists provided by the Department of Colleges and Universities Affairs which represented the enrolments at Red River, Assiniboine and Keewatin Community Colleges.

The two sources of inaccuracy at this stage were 1) the impossibility of eliminating students who enrolled in September 1975 or January 1976 (after the sample was drawn but before the survey was taken), and, 2) the relative inaccuracy of the Community College Lists caused by the fact that only first names and surnames were provided. This made identification of some potential respondents unreliable since many of the candidate names were likely to use second names.

The resulting groups of names represented those persons tentatively identified as non-participating high-school graduates. The names were separated into their

original school groups and a separate list was mailed to each school with a request for the last known addresses of these students (basically, parental addresses).

The great bulk of potential candidates was eliminated from the original list of names at the stage of enrolment checking when they were found to be enrolled. A small percentage of names was eliminated due to inability to locate addresses or non-response from the schools. The numbers representing the process are shown in Table 1. The process is further depicted in the next section.

The questionnaire and accompanying letter and return postage-paid envelope were mailed to all student's home addresses in the sample. The envelope was stamped "please forward" in red. Ten days later a reminder postcard was sent to encourage response. Response was further encouraged through the offering of a useful booklet as an incentive.

Returns

The process of counting on parents and the use of the mail to forward questionnaires proved quite effective. The number of questionnaires returned was very good considering the process necessary to reach respondents. The average rate was just over 40%. Returns and subsequent elimination of response is outlined in Table 2.

TABLE 1

THE PROCESS OF IDENTIFYING NON-PARTICIPATING STUDENTS AND DEVELOPING THE MAILING LIST

Year of Graduation	Number of Names Located	Number found to be Enrolled	Mailed to Schools	No known Address	Not Returned	Final Mailing
1972*	164	77	87*	0	0	87
1973	296	105	191	25	2	164
1974	962	461	501	34	22	445
TOTAL	1,422	643	779	59	24	696

*NOTE: 1972 sample addresses were provided by "Demand" Questionnaires.

TABLE 2

NON-PARTICIPATING STUDENT SAMPLE AND RETURNS

Year of Graduation	Mailed Out	Returned Total	Stated Non-participating	Stated Participating
1972	87	28	19	9
1973	164	64	51	13
1974	445	196	144	52
TOTAL	696	288	214	74*

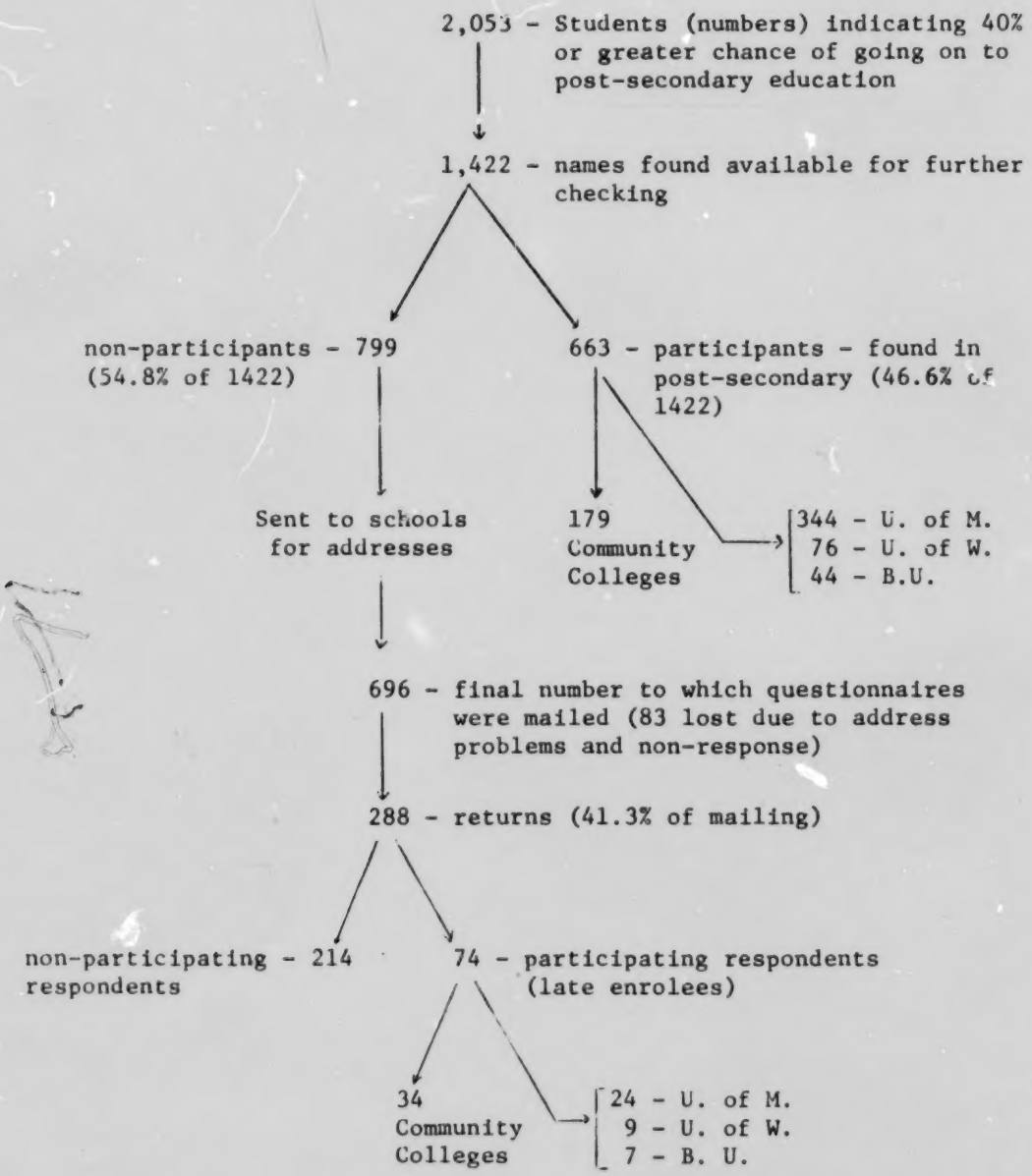
*Those who stated attendance at any of the six institutions in Manitoba were dropped from the analysis.

Low-Participating High School Survey

A major attempt was made to similarly study students from high schools which traditionally send a low number of students to post-secondary institutions. From the list of approximately 50 schools supplied by the Research Reference Committee, only six schools (number of respondents insufficient for analysis) were jointly identified as "low-participating". Consequently, it became clear that "low-participating" for one sector was adequate or high for the other - at least in this list. The survey results also bore this out, as 54.6% of this group of respondents in fact went on to post-secondary education. Because of this, no further useful analysis of this group can be done.

III. FINDINGS FROM THE DEVELOPMENT OF THE MAILING LIST

The extensive process of developing the final mailing list is instructive with respect to participation in post-secondary education. Since it was necessary to start with all students indicating a 40% or greater chance of going on to post-secondary education, actual participation of this large group as of the Summer 1975 can be determined. The following diagram shows their destinations:


2,053 - Students (numbers) indicating 40% or greater chance of going on to post-secondary education
1,422 - names found available for further checking
non-participants - 799 (54.8% of 1422)
663 - participants - found in post-secondary (46.6% of 1422)
Sent to schools for addresses
179 Community Colleges
344 - U. of M.
76 - U. of W.
44 - B.U.
696 - final number to which questionnaires were mailed (83 lost due to address problems and non-response)
288 - returns (41.3% of mailing)
non-participating - 214 respondents
74 - participating respondents (late enrolees)
34 Community Colleges
24 - U. of M.
9 - U. of W.
7 - B. U.

TOTAL KNOWN PARTICIPANTS: 663 + 74 = 737 (51.8%)

It can be seen that 51.8% of those stating a 40% or greater chance of continuing their education actually went on. (It must be clearly remembered that the Demand Studies[1] showed that several variables in addition to student's statements of intentions were significant in affecting participation in post-secondary education. Consequently, the above ratio should not be used for forecasting purposes). This seems to be quite a high participation rate in itself.

A higher proportion of later returnees (the 74 found in this study) have gone to community college (49.5%) compared with those who went from the earlier group (26.9% of 663). Does this reflect the influence of manpower training programs or are there other reasons for this proportion?

IV. A PROFILE OF NON-PARTICIPANTS

What is the socioeconomic and demographic background of the non-participating students in this sample? A clear picture emerged from the responses as to where they lived up to the age of 18, their high school academic accomplishments, and family background.

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[1] Major, op. cit.

Home Geographic Area to Age 18

Respondents were asked where they had lived longest up to age 18. Table 3 shows an interesting profile of the 8 different provincial regions and compares it to the actual Manitoba population. As expected, the largest group of respondents lived in Winnipeg (36.9%) but the actual population proportion is 52.6%. Therefore, the number from other provincial locations is disproportionately high. Assuming no area response bias, those who had lived in rural regions

TABLE 3

HOME AREAS OF NON-PARTICIPATING STUDENT RESPONDENTS

Geocode Area	Absolute Freq.	Adjusted Freq.	Actual Manitoba Population[1]
Winnipeg	73	36.9%	52.6%
South East	10	5.1%	7.0%
South Central	5	2.5%	9.4[2]
North Central	7	3.5%	
South West	44	22.2%	12.1%
Parklands	22	11.1%	5.5%
Interlake	16	8.1%	6.4%
Northern	21	10.6%	7.0%
No Answer	16	-----	----
TOTAL	214	100.0%	100.0%

[1]Population statistics for age 15-19 as of 1973. Based on Manitoba Health Services statistics.

[2]Combined figure available only.

show a higher proportion of respondents than the actual population proportion of the area they represent. Southwest, Parklands, and Northern areas (22.2%, 11.1%, and 10.6% respectively) all have a substantially higher representation than the actual population. In fact, if the Southwest area is considered to be mostly rural, 63.1% of students qualified and indicating a desire to go on to post-secondary education who finally did not participate in a post-secondary institution are from rural areas.

Occupation of Father

The background of these individuals can also be considered by examining their father's occupation. The largest group consists of those in agricultural activities (25.7%). The next largest group comes from machining and related occupations. (i.e. machine operators, welders, sheet welders, etc. 14.0%). Another large group (9.7%) was involved in construction. Only about 6.0% of fathers could be classified as having a professional occupation and only 12.1% were in managerial positions. Table 4 shows the array and compares it with the known Manitoba total population. There appears to be a substantially larger group from the agriculture/primary sector (28.5% vs 16.1%). Excepting this group, a combining of the rest into two categories - blue collar and white collar - shows little difference in representation between the sample and actual populations (White collar:

TABLE 4

OCCUPATION OF FATHER

Occupation	Absolute Freq.	Adjusted Freq.	Actual Proportion of Manitoba Population
Managerial, Etc.	25	12.1%	5.2%
Sciences, Engineer, Etc.	3	1.4%	3.4%
Social Sciences	2	1.0%	0.9%
Religion	2	1.0%	0.4%
Teaching	3	1.4%	2.4%
Medicine-Health	6	2.9%	1.6%
Artistic	3	1.4%	0.9%
Clerical	2	1.0%	7.2%
Sales	14	6.8%	9.5%
Service Occup.	7	3.4%	9.2%
Agricultural	49	23.7%	
Fish-Hunt-Etc.	4	1.9%	16.1%
Mining-Quarrying	6	2.9%	
Processing	5	2.4%	3.1%
Machining, Etc.	29	14.0%	3.0%
Product Fabricating	2	1.0%	7.9%
Construction	20	9.7%	10.1%
Transportation	9	4.3%	5.9%
Material Handling	8	3.9%	2.7%
Crafts - Operating	5	2.4%	
Not Listed	2	1.0%	10.6%
Protective Services	1	0.5%	
	7	----	----
TOTAL	214	100.0%	100.0%

29.0% vs 31.5% actual; Blue collar: 42.6% vs 52.5% actual).

Father's Education Level

The level of the father's education is also congruent with expectations derived from considering occupation. As seen in Table 5 a significant proportion (42.0%) had achieved only grade 8 or less. Another large group had not fully completed high school (33.3%). These two groups alone comprise 75.4% who have less than a full high school education. Only 7.7% have a university or college degree.

Family Size

The students in this survey who did not go on to further education also seem to come from larger families. The respondents were asked the question "How many brothers and sisters have you?". An answer of one brother or sister would mean that they came from a family of two children, an answer of two would mean that they came from a family of three, and so on. Table 6 clearly shows that the number of families with two or less children is only 17.8% of the total group as compared with 39.9% for the Province as a whole. The proportion of families with three or more children is therefore very high (82.2%). There are a considerable number of families with four or five children (21.5% and 16.8% respectively). This is sharply contrasted with Provincial norms of 7.7% and 3.7% respectively for families with four or five children. Clearly, a significant propor-

TABLE 5

FATHER'S EDUCATION LEVEL

Education level	Absolute Freq.	Adjusted Freq.	Actual Proportion of Manitoba Population[1]
Grade 8 or less	87	42.0%	33.3%
Some High School	69	33.3%	42.9%
High School Grad.	21	10.1%	9.4%
Tech. or Voc. School	8	3.9%	
Some College or Univ.	6	2.9%	3.9%
Univ. or College Degree	12	5.8%	8.9%
Post-Graduate	4	1.9%	1.5%
No Answer	7	----	
TOTAL	214	100.0%	

[1]Source: Statistics Canada, 1971 Census of Canada: Population: The Out-of-School Population. Cat. 92-743 Vol. 1 - Part 5, July 1974.

TABLE 6

NUMBER OF BROTHERS AND SISTERS

Number	Absolute Freq.	Adjusted Freq.	Cum. Freq.	Actual[1] Prov. Population
None	8	3.7%	3.7%	31.0%
One	30	14.0	17.8	19.7
Two	50	23.4	41.4	20.2
Three	46	21.5	62.6	13.8
Four	36	16.8	79.4	7.7
Five	21	9.8	89.3	3.7
Six	12	5.6	94.9	1.9
Seven	6	2.8	97.7	2.2
Eight	1	0.5	98.1	
More than 8	4	1.9	100.0	
TOTAL	214	100.0		100.0

[1]Market Research Handbook, Statistics Canada, January, 1976, p. 116.

tion of non-participating students come from larger families.[1] Just over 75% of respondents indicated that they had at least one brother or sister younger than themselves and 50% indicated that they had two or more younger than themselves.

High School Academic Achievement of Respondents

The academic achievement of non-participants was relatively high. Only 4.8% attained an overall average of D or less and 32.5% attained C or less. As can be seen in Table 7, the largest proportion (32.1%) attained an average of B. In fact, 55% received B or higher (see Table 7).

A fairly distinctive profile of non-participating students is now evident. The majority came from rural locations. Similar to Province-wide statistics, their father's occupation is mainly agricultural or blue collar, but there is a disproportionate number from agriculture. Most father's have a lower education level than the norm. The respondents themselves are older children of larger size families. Their overall academic performance is fairly adequate.

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[1] It is possible that some respondents included themselves in their answer to the question "How many brothers and sisters have you?" Where this would have happened, it would reduce the family size in the discussion above by one in each case. Regardless of this, the high proportion of larger families is clear.

TABLE 7

APPROXIMATE OVERALL HIGH SCHOOL AVERAGE

Average	Absolute Freq.	Adjusted Freq.	Cum. Freq.
Below D	1	0.5%	0.5%
D	9	4.2%	4.8%
C	37	17.7%	22.5%
C+	47	22.5%	45.0%
B	67	32.1%	77.0%
B+	25	12.0%	89.0%
A	19	9.1%	98.1%
A+	4	1.9%	100.0%
No answer	5	----	100.0%
TOTAL	214	100.0%	

V. SOME FACTORS WHICH MAY ACCOUNT FOR NON-PARTICIPATION IN POST-SECONDARY EDUCATION

Factors accounting for non-participation in post-secondary education will be considered in two ways. First, the specific reasons given by respondents will be documented. Second, further reasons will be proposed from an evaluation of the profile of respondents previously presented.

An important factor to note with this group of individuals is that their reported plans concerning going on to post-secondary education apparently changed from the time the original demand study was done in November (of the year

they left high school). At that time they expressed a 40% or greater probability of going on to post-secondary education. In this study respondents reported (in retrospect) on their plans for post-secondary education at the time that they graduated from high school in June. These plans, shown in Table 8 indicate that by June a very small proportion (18.2%) planned to go on to post-secondary education immediately. A large group (53.7%) planned to stay out of school for a year or more and then enrol. Another significant group (28.0%) never really expected to go to university or community college as of June.

TABLE 8

PLANS AT HIGH SCHOOL GRADUATION

RE POST-SECONDARY EDUCATION

	Absolute Freq.	Adjusted Freq.	Cum. Freq.
To go on immediately	39	18.2%	18.2%
To stay out then go	115	53.7%	72.0%
Never really expected to go	60	28.0%	100.0%

This explains why most of these students did not show up in some post-secondary institution in the fall. Regardless of this, it is necessary to look further for the reasons.

Reasons Given For Non-Participation

Participants in the study were asked to respond to a list of 20 possible reasons for not going on to post-secondary education and were also provided with opportunities to suggest further reasons. For each of these reasons, respondents indicated the degree of influence each had (on a 5 point scale) on their choice not to seek further education directly after high school.

For each alternative, an index was calculated consisting of a weighted average of the score ranges between "No influence" and "Major influence". These have been plotted in Exhibit 1. This clearly shows those factors which had a significant influence on decisions not to participate in post-secondary education. Five significant reasons stand out in the choices selected by respondents:

1. "Did not know what I wanted to do."
2. "Wanted to take a break from school for a while."
3. "Obtained a good job."
4. "Wanted some experience first."
5. "Wanted to buy other things (eg. car) first."

An apparent set of reasons thus emerges. This group of students was very uncertain as to what they wanted to do in the future. At the same time they were rather tired of

EXHIBIT 1

REASONS FOR NOT GOING ON TO POST SECONDARY EDUCATION DIRECTLY AFTER HIGH SCHOOL

	No Influence (= 1)	Major Influence (= 5)	Actual Score
a) Didn't really want to go on to further education			1.98
b) Never thought much about further education			1.81
c) Wanted to buy other things (e.g. car) first			2.45
d) Believed I had enough education			1.61
e) Didn't graduate			1.47
f) Became disillusioned through talk with others about the value of education			1.96
g) Obtained good job			2.96
h) Travel opportunity			1.97
i) Student aid award insufficient			1.53
j) Summer saving inadequate			1.91
k) Not accepted into desired: i) Program			1.49
ii) Institution			1.72
l) Wanted to take a break from school for a while			3.27
m) Not selected from waiting list			1.50
n) Wanted some experience first			2.94
o) Adequate parental financial support not available			2.02
p) Got married			1.65
q) Did not know what I wanted to do			3.53
r) Parents didn't encourage me			1.71
s) Teachers encouraged me NOT to			1.18
t) No program available which suited my career choice			1.69

NUMBER OF RESPONDENTS 172-183

school and were contemplating taking a break from school for a while. The availability of an apparent good job along with a desire for some experience resulted in a decision to terminate school for the time being. Remember also that a high proportion indicated that they planned to stay out of school for a while and then continue.

It is probably not uncommon for many students to exhibit similar signs of uncertainty and ambivalence at the end of high school. In the case of this group, their demographic and socioeconomic background may have indirectly affected each student's final decision. It is clear from Exhibit 1 that there was little or no active discouragement from parents or teachers concerning taking post-secondary education. The profile of these students depicted in the previous section may provide some clues as to background influences that may affect a student in an ambivalent situation such as they have described.

There are strong parallels with the profile of the "not-going" group identified in the demand surveys.[1] Exhibit 2 makes this comparison. Non-participating and non-going students come from families where the father's level of education is mostly less than high-school, family size is normally greater than 2 children, and which are disproportionately rural. The only difference in these two profiles

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[1]Major, Profile 1972, p. 18.

EXHIBIT 2

COMPARISON OF DEMOGRAPHIC PROFILE CHARACTERISTICS BETWEEN DEMAND STUDY "GOING" AND "NOT-GOING" STUDENTS[1] AND NON-PARTICIPATING STUDENTS

	"Going" Students	"Not-Going" Students	Non-Participating
Father's level of Education	Mostly high school and University	Mostly less than high school	Mostly less than high school
Size of Family	Mostly 2 or less or more than 5	Mostly 2 or more	Mostly 2 or more
Rural-Urban Background	Mostly urban	Rural and urban	Mostly rural
Academic Standing	Mostly B+ to A+	Mostly C or less	Mostly C+ or higher

[1] T.S. Major, The Profile of Grade Twelve Students in Mantioba, 1972, June 1973 (Research Reference Committee, Province of Mantioba.).

_____, The Profile of Grade Twelve Students in Manitoba, 1973, June, 1973 (Research Reference Committee, Province of Mantioba).

_____, Validation of the Results of the Grade Twelve Student Profile Studies in Manitoba 1972 and 1973, December, 1974 (Research Reference Committee, Province of Mantioba).

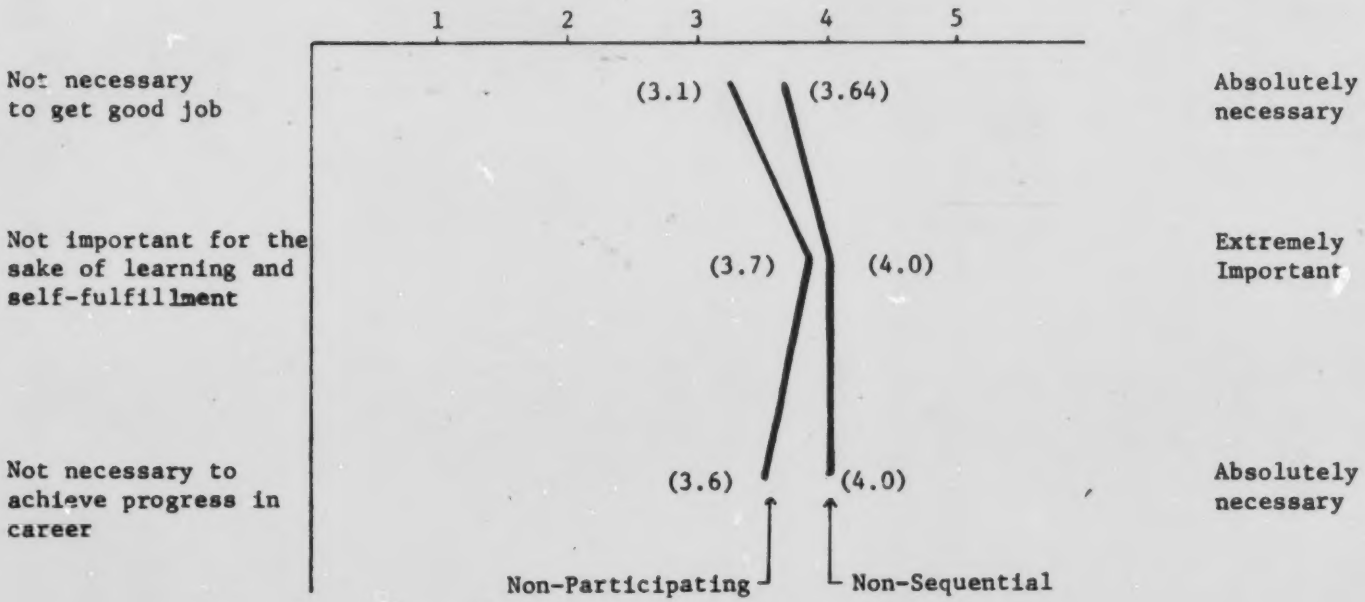
is that the non-participating students have higher grades and could have easily entered the post-secondary institution. Is it possible that in this type of family, post-secondary education is not considered as much of a necessity as in the families of "going" students? Perhaps less emphasis on the importance of post-secondary education is made in the rearing of the child.

Overall attitudes towards education beyond high school may provide another clue to low post-secondary participation. Attitudes in three different dimensions were probed: the necessity of post-secondary education for getting a good job; importance for the sake of learning and self fulfilment; and, its necessity to achieve progress in one's career. As can be seen in Exhibit 3 where the responses are plotted, they barely fall on the positive side of neutral. The most positive attitude was that post-secondary education has some importance for the sake of learning and self-fulfilment. This would certainly not be a strong motivator in making a post-secondary education decision.

For comparison purposes, the scores of respondents in the non-sequential study are also plotted in Exhibit 3. In all cases, non-sequential students who have returned to post-secondary institutions expressed more favourable attitudes towards the importance of education after high school, although the difference is not as great as might have been expected.

EXHIBIT 3

ATTITUDES TOWARD EDUCATION BEYOND HIGH SCHOOL



Number of "Non-Participating" respondents	198-213
Number of "Non-Sequential" responses	1080-1121

It is noteworthy that the attitudes expressed by non-participating students in this study are consistent with their previous reasons for not going on to post-secondary education and their post-high school behaviour.

Would a different type of counseling or additional career, educational, or professional counseling have made a difference with respect to more students going on to post-secondary education? This question can not really be answered. However, respondent's opinions are available concerning three types of counseling, as well as the degree to which more counseling was desired. As can be seen in Table 9, there is a wide range of responses. With each type of counseling more students believed that the counseling was "adequate" to "very adequate" than "inadequate". A significant proportion (13 - 15%) expressed the wish for more counseling. Another significant proportion said that they had never asked for advice (13 - 23%).

In conclusion, factors which may account for non-participation in post-secondary education seem to be an uncertainty as to what the student wanted to do, combined with a desire to take a break from school and obtain some experience, plus obtaining a good job. Impinging on these items are demographic and socioeconomic factors. These factors seem to result in less concern being given to post-second-

TABLE 9

COMMENTS ON COUNSELING

Comment	ACADEMIC COUNSELING		CAREER COUNSELING		FINANCIAL COUNSELING	
	Absolute Frequency	Adjusted Frequency	Absolute Frequency	Adjusted Frequency	Absolute Frequency	Adjusted Frequency
Very Adequate	32	15.2%	22	10.5%	12	5.7%
Fairly Adequate	26	12.4%	24	11.5%	20	9.6%
Adequate	41	19.5%	41	19.6%	30	14.4%
Fairly Inadequate	21	10.0%	23	11.0%	22	10.5%
Very Inadequate	24	11.4%	35	16.7%	35	16.7%
Never Asked Advice	36	17.1%	28	13.4%	48	23.0%
Wish I'd Had More	27	12.9%	32	15.3%	28	13.4%
Not Available	3	1.4%	4	1.9%	14	6.7%
No Answer	4	---	5	---	5	---
TOTAL	214	100.0%	214	100.0%	214	100.0%

ary education and more to a job and buying new things. Attitudes towards post-secondary education in this group of individuals are only slightly better than neutral.

VI. POST HIGH SCHOOL EXPERIENCES OF NON-PARTICIPATING STUDENTS

How have these students made out since they left high school? What types of jobs and other experiences have they participated in? Would these experiences and the situation that they now find themselves in lead to a re-consideration of post-secondary education, or are they likely to continue in present paths? These topics will be discussed in this section.

Occupations

The occupational categories which non-participating students have found themselves in vary, but there are five major groups accounting for 55% of the total. By far the largest occupation category is clerical work (28.5%) followed by medicine and health, agricultural, sales and material handling (7.5%, 6.5%, 6.5%, and 6.1% respectively). Table 10 shows these figures as well as the great range of responses given. Also shown is the occupation choice of the respondent while he/she was finishing high school. This readily

TABLE 10

OCCUPATION OF RESPONDENT

Occupation	CURRENT OCCUPATION		OCCUPATION CHOICE IN HIGH SCHOOL	
	Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
Managerial, Etc.	4	1.9%	7	3.3%
Sciences, Engineer, Etc.	3	1.4%	15	7.0%
Social Sciences	1	0.5%	16	7.5%
Religion	1	0.5%	2	0.9%
Teaching	1	0.5%	8	3.7%
Medicine - Health	16	7.5%	33	15.4%
Artistic	5	2.3%	12	5.6%
Recreation	2	0.9%	9	4.2%
Clerical	61	29.3%	37	17.3%
Sales	14	6.5%	3	1.4%
Service Occup.	5	2.3%	4	1.9%
Agricultural	14	6.5%	14	6.5%
Fishing - Hunting, Etc.	0	0	0	0
Forestry - Logging	2	0.9%	5	2.3%
Mining - Quarrying	4	1.9%	2	0.9%
Processing	3	1.4%	1	0.5%
Machining - Etc.	7	3.3%	1	0.5%
Product Manufacturing	4	1.9%	4	1.9%
Construction	9	4.2%	5	2.3%
Transportation	5	2.3%	9	4.2%
Material Handling	13	6.3%	0	0
Crafts - Operating	6	2.9%	1	0.5%
Not Listed	4	1.9%	3	1.4%
Housewife	10	4.7%	1	0.5%
Student	9	4.3%	0	0
Unemployed Stated	4	1.9%	0	0
Protective Services	1	0.5%	2	0.9%
TOTAL	214	100.0%	214	100.0%

shows that actual achievements have not been as originally anticipated. More high school students selected sciences, medicine and health, teaching and artistic occupations than actually achieved these occupations. There were fewer occupation choices at high school-ending for clerical, material handling and sales occupations than actually have occurred. The types of occupations achieved are fairly typical of what might be expected of a high school graduates with no further education.

Incomes Achieved

Incomes of respondents parallel the array and type of jobs noted above. Table 11 shows that 15.9% may have some serious financial problems with an annual income of less than $4,000. The largest group of respondents earns between $6,000-$7,999 (27.6%). It can also be seen from Table 11 that 33.2% earn less than $6,000 a year, and 60.8% earn less than $8,000 per year, while 73.9% earn less than $10,000 per year. At the other end of the scale, 11.6% earn more than $14,000.

Occupational Satisfaction

How satisfied with their present occupations are individuals who terminated their formal education after

TABLE 11

INCOME LEVEL OF RESPONDENT

Income Level	Absolute Frequency	Relative Frequency	Cumulative Frequency
Under $4000	34	15.9%	15.9%
$4000 - $5999	37	17.3%	33.2%
$6000 - $7999	59	27.6%	60.8%
$8000 - $9999	28	13.1%	73.9%
$10000 - $11999	17	7.9%	81.8%
$12000 - $13999	6	2.8%	84.6%
$14000 - $15999	11	5.1%	89.8%
$16000 - $19999	8	3.7%	93.5%
Over $20000	6	2.8%	96.3%
No Answer	8	3.7%	100.0%
TOTAL	214	100.0%	

high school? Are they so well-satisfied that there is little likelihood of further education decisions in their plans?

Consideration of job stability should provide some clues. First it should be noted that one-third have only held 1 fulltime job since graduating from high school (33.6%). Another substantial group (25.7%) has held two jobs. A third group (14.5%) has held three full-time jobs. A small proportion has held a larger number of jobs. Consequently, it can be seen that while there has been a considerable amount of change in occupations, the amount of change found does not appear to be too surprising. These results can be seen in Table 12.

Job satisfaction reported by respondents appears to parallel the above job stability findings. In the questionnaire eight different components of job satisfaction were assessed. Respondents indicated whether they were very dissatisfied to very satisfied with each component of their job on a five point scale. An overall perspective on satisfaction with present occupations was calculated by finding the weighted average for each component. Consequently, if all respondents were very satisfied with security of work, the weighted mean score would be 5 and conversely 1 if very dissatisfied. A score of 3 would represent a minimal satisfaction level for the group as a whole. The results are

TABLE 12

NUMBER OF FULL TIME JOBS

Number of Jobs	Absolute Frequency	Relative Frequency	Cumulative Frequency
None (or No Answer)	29	13.6%	13.6%
One	72	33.6%	47.2%
Two	55	25.7%	72.9%
Three	31	14.5%	87.4%
Four	10	4.7%	92.1%
Five	8	3.7%	95.8%
Six	4	1.9%	97.7%
Seven	2	0.9%	98.6%
Eight	2	0.9%	99.5%
Twelve	1	0.5%	100.0%
TOTAL	214	100.0%	

shown in Exhibit 4. Scores of both the non-participating respondents and non-sequential respondents are plotted.[1] Only general trends can be determined from this exhibit. Extremes at either end of the scale could tend to result in a middle-of-the-road score. However, Exhibit 4 does show a rather striking minimal satisfaction level for every component in the case of both non-participating and non-sequential respondents. Slightly negative scores can be seen in the categories, "present income", and "opportunities to do things you feel that you do best".

A more specific consideration of job satisfaction levels is presented in Table 13. In this case, the 5 point scale was collapsed into two categories: satisfied and dissatisfied. This table clearly shows that there is a significant group which expresses dissatisfaction with various facets of their job. In fact, in the case of income, 44.4% expressed dissatisfaction. A large group (42%) were dissatisfied with "opportunity to do things you feel you do best". All components of job satisfaction have significant percentages of respondents indicating that they

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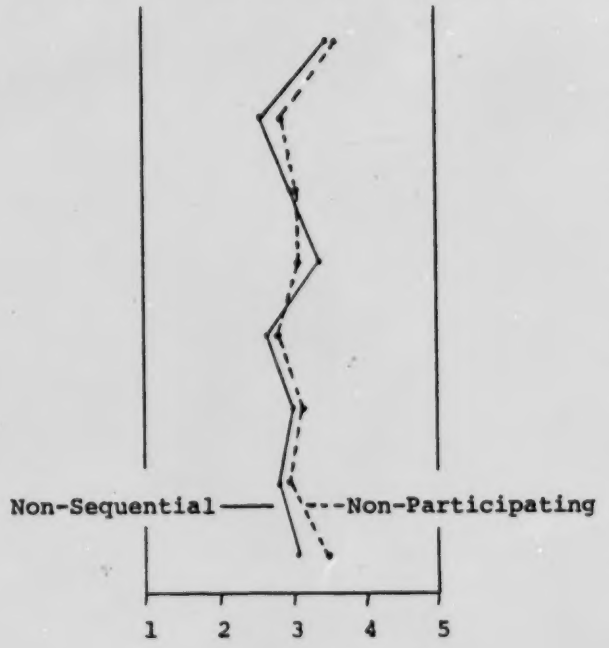
[1]Based on findings from the Non-sequential study, M.D. Beckman and T.S. Major (in progress).

EXHIBIT 4

OVER-ALL SATISFACTION WITH PRESENT OCCUPATION:
A COMPARISON BETWEEN NON-PARTICIPATING AND NON-SEQUENTIAL GROUPS

Components of satisfaction	Very Dissatisfied (= 1) / Satisfied (= 3) / Very Satisfied (= 5)	Actual Score: Non-Participating	Actual Score: Non-Sequential
Security of work (against lay-offs, etc.)		3.6	3.5
Present income		2.9	2.2
Respect others have for your job		3.1	3.0
Present occupation overall		3.2	3.4
Opportunity to do things you feel you do best		2.8	2.7
Feeling of accomplishment		3.2	3.1
Freedom to make independent decisions		3.0	2.8
Working hours and time off		3.5	3.1



Number of respondents 204-206, Non-participating
1070-1076, Non-sequential

TABLE 13

SATISFACTION WITH PRESENT OCCUPATION:
A COMPARISON BETWEEN NON-PARTICIPATING AND NON-SEQUENTIAL GROUPS

Components of satisfaction	Satisfied		Dissatisfied	
	Non-Participating	Non-Sequential	Non-Participating	Non-Sequential
Security of work (against lay-offs etc.)	77.6%	76.1%	22.4%	23.9%
Present income	55.6%	53.2%	44.4%	46.8%
Respect others have for your job	73.3%	67.5%	26.7%	32.5%
Present occupation overall	66.8%	76.9%	33.2%	23.1%
Opportunity to do things you feel you do best	58.0%	57.2%	42.0%	42.8%
Feeling of accomplishment	70.1%	69.6%	29.9%	30.4%
Freedom to make independent decisions	65.4%	64.9%	34.6%	35.1%
Working hours and time off	78.4%	68.8%	21.6%	31.2%

Number of respondents: 204-206
Non-participating 204-206
Non-sequential 1070-1076

are dissatisfied.

From this table it is clear that a number of non-participating students are dissatisfied with their present occupations. The scores of non-sequential students on this table are remarkably similar to those of the non-participating respondents. It should be remembered that non-sequential students are those who are now back undertaking post-secondary education after having been out of high school for a period of time.

Other Post High School Experiences

The post-high school experiences of the bulk of respondents have now been accounted for. A few (14.5%) travelled fairly extensively. Only 8.4% travelled for more than 3 months, and 3.3% travelled for more than 6 months.

One other aspect of these respondent's current profile which could have a bearing on further plans is their marital status. A large proportion (80.5%) is still single. This leaves 19.5% who have assumed family responsibilities.

A number of students (23.8%) undertook education in institutions other than the Manitoba universities and community colleges. Table 14 shows that 8.8% went outside of the province. Others went to business schools, trade schools, schools of nursing and Bible college (5.1%, 4.7%,

TABLE 14

OTHER POST-SECONDARY EDUCATION

	Relative Frequency	Adjusted Frequency
Other outside Manitoba	17	7.9%
Business Schools	11	5.1%
Trade Schools	10	4.7%
Bible College	4	1.9%
University of Alberta	2	0.9%
Other in Manitoba	1	0.5%
School of Nursing	6	2.8%
None	163	76.2%
TOTAL	214	100.0%

2.8%, and 1.9% respectively).

In conclusion this section has shown that most non-participating students entered the job market. The jobs that they obtained were on the whole less prestigious than they had anticipated undertaking when leaving high school. A substantial proportion of respondents are dissatisfied with various aspects of their current occupation. It is clear from this that a proportion will consider leaving current jobs for other endeavors. Will a number of these students decide to go back to school and continue their education? The next section will deal with the expressed plans concerning post-secondary education.

VII. PLANS FOR POST-SECONDARY EDUCATION

The last section showed that there was a substantial number of students who were overtly dissatisfied with their occupation, although the larger majority expressed satisfaction. It also appears in Section 1 that there is an overall positive attitude towards post-secondary education, although that attitude is not very strong. That is, post-secondary education is not viewed by most as vital for obtaining a job or even for obtaining self-fulfillment.

Plans for Further Education

Respondents were directly asked, "within the next 5 years is there a realistic possibility that you may consider taking further education?". A significant proportion (57.5%) said "yes", 12.6% said "no", and 26.6%[1] have already been or are involved in other post-secondary education of some type (not Manitoba universities or community colleges).

In order to more accurately qualify the responses of those who responded affirmatively, they were asked to assess the probabilities of whether or not they would undertake further education within the next five years. Table 15 shows that a substantial proportion indicated a high probability of going on to further education. Only 2.3% indicated a 20% chance. Approximately one fifth (20.1%) indicated a 40% chance. At the most positive end of the scale, 19.2% indicated an 80% or greater chance. If this is combined with those in the 60% category, 36% of all the respondents assessed a 60% or greater probability of going on to some kind of post-secondary education within five years.

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[1]Table 14 shows that 23.3% have completed other post-secondary education (apparently 3.3% are currently involved).

TABLE 15

PROBABILITY OF FURTHER EDUCATION IN FIVE YEARS

Category Label	Absolute Frequency	Relative Frequency
20%	5	2.3%
40%	43	20.1%
60%	36	16.8%
80%	22	10.3%
100%	19	8.9%
Have taken or taking other post-secondary education	57	26.6%
No answer/unknown	32	14.8%
TOTAL	214	100.0%

Timing of Future Education Plans

When do respondents anticipating further education plan on commencing? Table 16 shows the range of dates planned for first entering a post-secondary institution. The largest group (40.8%) plan on entering in 1977 (12.0% in Jan. - Feb.; 28.8% in Sept.). The next largest group (23.2%) said they would enter in Sept. 1976 (remember that 74 were found among respondents to this study; see p. 8.). The great majority (80%) of those planning to commence post-secondary education indicate that they will do so by Sept., 1978.

Full or Part-time Study

Full-time study is still preferred by the majority (64.2%). However, the 35.8% planning on part-time studies is also a significant group. (See Table 17)

Institution Choice

Table 18 shows the first and second institution choice of those respondents planning to go on to further education. Red River Community College is the overwhelming first choice institution with 47.6% of going respondents naming it. This is distantly followed by the University of Manitoba, institutions outside of Manitoba, The University

TABLE 16

TIMING OF FURTHER EDUCATION PLANS

	Absolute Frequency	Adjusted Frequency	Cumulative Frequency
Sept 1976	29	23.2%	23.2%
Jan-Feb 1977	15	12.0%	35.2%
Sept. 1977	36	28.8%	64.0
Jan-Feb 1978	7	5.6%	69.6%
Sept 1978	13	10.4%	80.0%
Jan-Feb 1979	1	0.8%	80.8%
Sept 1979	2	1.6%	82.4%
Other Dates	22	17.6%	100.0%
No answer (not going)	89	---	100.0%
TOTAL	214	100.0%	

TABLE 17

FULL OR PART-TIME PLANS

	Absolute Frequency	Adjusted Frequency
Enrol Full-time	79	64.2%
Enrol Part-time	44	35.8%
No Answer (not going)	91	----
TOTAL	214	100.0%

TABLE 18

INSTITUTION CHOICE

Institution	First Choice		Second Choice	
	Absolute Frequency	Adjusted Frequency	Absolute Frequency	Adjusted Frequency
Brandon University	5	4.0%	4	3.8%
University of Manitoba	20	15.9%	30	28.6%
University of Winnipeg	12	9.5%	15	14.3%
Assiniboine Community College	10	7.9%	14	13.3%
Keewatin Community College	3	2.4%	5	4.8%
Red River Community College	60	47.6%	20	19.0%
Other in Manitoba	2	1.6%	3	2.9%
Other outside Manitoba	14	11.1%	14	13.3%
No Answer (not going)	88	----	109	----
TOTAL	214	100.0%	214	100.0%

of Winnipeg, and Assiniboine Community College (15.9%, 11.1%, 9.5%, and 7.9% respectively). Brandon University and Keewatin Community College were first choices of 4.0% and 2.4% of respondents respectively.

With respect to second choice institutions, The University of Manitoba and Red River Community College change positions with 28.6% of respondents mentioning the University of Manitoba first and 19% mentioning Red River Community College. The University of Winnipeg and Assiniboine Community College are also rated higher (14.3% and 13.3% respectively). These and the other choices are also depicted in Table 18.

No major patterns could be distinguished in choice of programs. The number of programs mentioned was almost as great as the number of respondents in the survey. Table 19 shows the first and second program choices of those who plan on returning to further education. The program mentioned most often was Education at university. However this amounted to only 7.4% of the total first choices. It appears then that if these people return, they will show up in virtually every program offered in small numbers.

Reasons for Plans to Take Further Education

What are some of the factors behind the expressed interest in taking further education? Participants in the

TABLE 19

PROGRAM CHOICE

University Programs	First Choice Absolute Frequency	First Choice Adjusted Frequency	Second Choice Absolute Frequency	Second Choice Adjusted Frequency
Administrative Studies	4	3.3%	1	0.9%
Agriculture	4	3.3%	3	2.7%
Architecture	0	0	1	0.9%
Arts	5	4.1%	5	4.5%
Dental Hygiene	1	0.8%	1	0.9%
Education	9	7.4%	3	2.7%
Engineering	1	0.8%	0	0
Environment Studies	1	0.8%	3	2.7%
Fine Arts	1	0.8%	0	0
General	0	0	1	0.9%
Home Economics	1	0.8%	1	0.9%
Interior Design	1	0.8%	1	0.9%
Medical Rehabilitation	1	0.8%	1	0.9%
Music	2	1.6%	0	0
Nursing	4	3.3%	2	1.8%
Pharmacy	1	0.8%	0	0
Physical Education	2	1.6%	3	2.7%
Pre-Law	2	1.6%	0	0
Pre-Medicine	0	0	2	1.8%
Science	1	0.8%	3	2.7%
Social Work	3	2.5%	6	5.5%
Others: University	6	4.9%	4	3.6%
Community College Programs				
Biological Tech.	2	1.6%	1	0.9%
Building Tech.	1	0.8%	0	0
Civil Tech.	2	1.6%	0	0
Computers	2	1.6%	1	0.9%
Electrical	0	0	1	0.9%
Electronic	1	0.8%	2	1.8%
Design	2	1.6%	2	1.8%
Drafting	2	1.6%	3	2.7%
Instrumentation	0	0	1	0.9%
Mechanical	1	0.8%	0	0

Cont. . . .

Community College Programs Cont.	First Choice Absolute Frequency	First Choice Adjusted Frequency	Second Choice Absolute Frequency	Second Choice Adjusted Frequency
Surveying	2	1.6%	0	0
Advertising Art	0	0	6	5.5%
Business Administration	5	2.3%	3	2.7%
Business Teaching	1	0.8%	0	0
Child Care	3	2.5%	3	2.7
Computer Anal-Prog.	2	1.6%	2	1.8%
Creative Communication	0	0	1	0.9%
Diploma Nursing	2	1.6%	0	0
Hotel Management	0	0	1	0.9%
Secretarial Science	3	2.5%	1	0.9%
Industrial Arts	0	0	1	0.9%
Accountancy	5	4.1%	4	3.6%
Aircraft Maintenance	0	0	1	0.9%
Barber-Beauty	1	0.8%	1	0.9%
Auto Body Repair	0	0	1	0.9%
Carpentry	3	2.5	1	0.9%
Clerical-Bookkeeping	0	0	3	2.7%
Clerk Steno-Typist	2	1.6%	3	2.7%
Diesel Mechanics	2	1.6%	3	2.7%
Domestic-Indust. Elec.	1	0.8%	0	0
Electrical	4	3.3%	2	1.8%
Electronic Comm.	0	0	1	0.9%
Graphics	1	0.8%	1	0.9%
Library Tech.	1	0.8%	0	0
LPN	3	2.5%	2	1.8%
Machine Shop	1	0.8%	1	0.9%
Med. Lab Tech.	2	1.6%	0	0
Med Radiol. Tech.	1	0.8%	2	1.8%
Med. Rec. Tech.	1	0.8%	2	1.8%
Photo Tech.	2	1.6%	0	0
Plumbing	1	0.8%	1	0.9%
Radio Operating	1	0.8%	1	0.9%
Refrig. and Air Conditioning	1	0.8%	0	0
Telecommunications	1	0.8%	2	1.8%
Welding	2	1.6%	4	3.6%
Dental Assisting	2	1.6%	2	1.8%
Other Community Colleges	3	2.5%	1	0.9%
No Answer (not going)	92	---	104	---
TOTAL	214	100.0%	214	100.0%

study were asked to respond to fifteen different possible reasons for going on to further education, and were also provided with an opportunity to add other reasons. They were asked to indicate on a five-point scale whether each of these constituted either a major or minor reason for their interest. Their responses were calculated into a weighted average index and are shown in Exhibit 5.

It is clear from this exhibit that few overwhelming reasons emerged. The factors which are most significant are all job-related. The most significant reason was that respondents wanted more knowledge to perform better. The other two main reasons were to obtain a better job in a different field and to obtain a better job in the same field. There seems to be an underlying motive which was also expressed and discussed in the first section of this study: this is the long-held desire and plan to undertake further education at some time in their life.

VIII. A BRIEF PROFILE OF NON-PARTICIPATING STUDENTS PLANNING TO RETURN

The foregoing section reported respondents' own reasons for returning to post-secondary education. A closer look at those who plan to commence a post-secondary educational career is now taken. Of the non-participating

EXHIBIT 5

REASONS FOR PLANS TO TAKE FURTHER EDUCATION

Reason	Minor Reason (= 1)	Major Reason (= 5)	Actual Score
Better job in same field			3.03
Better job in different field			3.14
Dissatisfied with present job			2.65
I see better educated getting best work			2.67
It is easier than working			1.98
I always planned to continue			3.37
Parents encouraged me			2.48
Spouse encouraged me			1.94
Want more knowledge to perform better			3.76
Friends are going on			1.99
To attain new life-style			2.66
Admission requirements easier now			1.73
Have earned enough to afford it			2.1
*I hope to obtain government financial assistance			2.79
Grading standards are easier now			1.73

NUMBER OF RESPONDENTS 113-126

*In a later question respondents indicated that this was not a "motivating reason" to return to school. It is a statement they agree with.

students expressing the possibility of further education within 5 years, 14.0% (21/150) had planned to go on immediately (but in fact did not), 29.3% (44/150) never planned to go, and 56.7% (85/150) had planned to stay out then return.

Several important questions arise. First, what were the major reasons for not actually enrolling in post-secondary education, despite their original intentions? Second, which other situational factors (e.g. present occupation and income level; father's education and occupational category) may have influenced the decision? Third, are there certain types of personal background characteristics which will affect choice of institution?

These are the questions to be addressed in this section.

Returning Students and Why They Did Not Continue

Earlier, a profile of the total non-participating group was presented. What can be said about the group who will return? As previously noted, a significant proportion of the non-participating students have expressed the desire to return within 5 years. The returning group's reasons for staying out were similar to the total sample. Four major reasons why they in fact did not continue their

education after high school were given. Of those returning, 24.4% did not know what to do, 13.0% wanted a break, 9.8% obtained a good job, and 8.1% got married. These 4 reasons were cited by 68 of the 123 students who will return, accounting for 55.3% of the total returning students. Various other reasons made up the remaining 44.7% of the students, none of which represents a significant proportion.

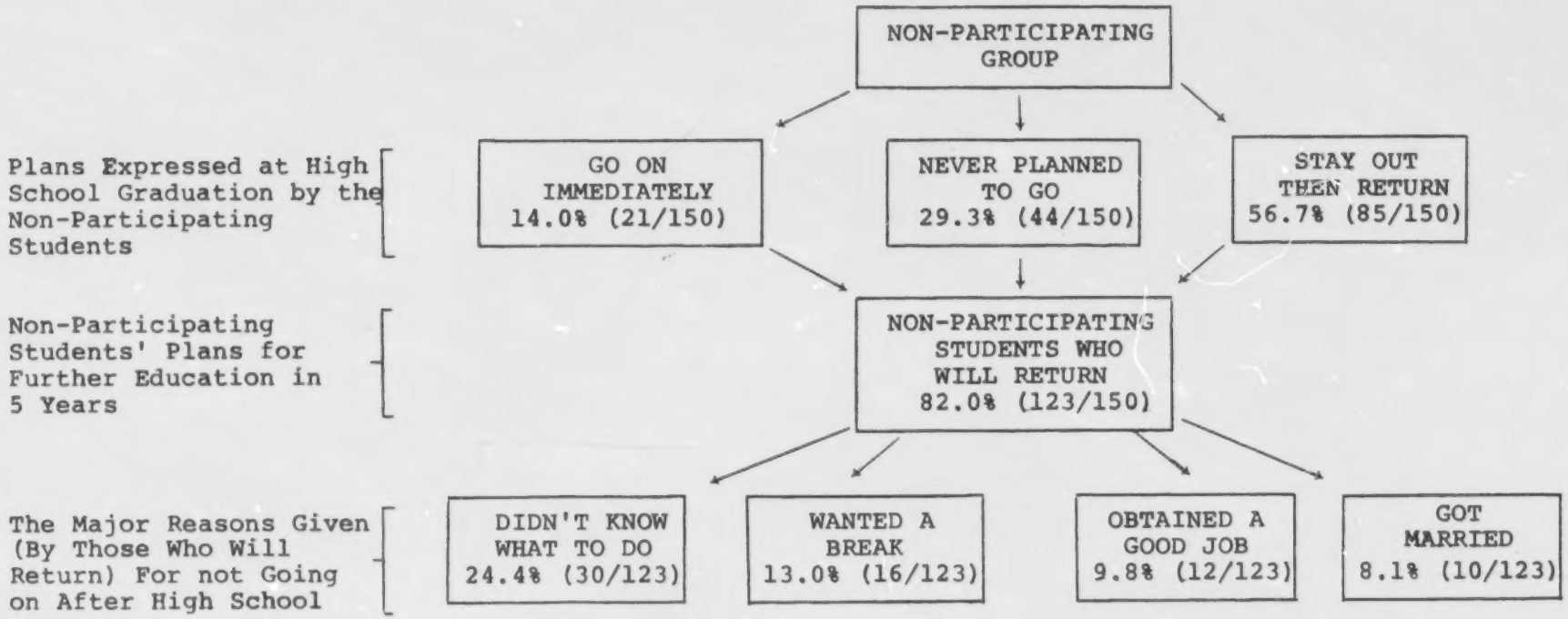
Exhibit 6 summarizes this discussion.

Influence of Job Satisfaction on the Decision to Return

With 66.7% of those who obtained a "good job" at high school graduation indicating the possibility of further education in 5 years, satisfaction with their present job was an important influence in their post-secondary education plans. Overall a surprising degree of satisfaction was observed. However, in general, the greater their job dissatisfaction, the greater the chances of those people seeking post-secondary education within 5 years. The most predominant job satisfaction measure influencing their plans was income dissatisfaction. A total of 46.3% of those who obtained a good job, but who now plan to return, were dissatisfied or very dissatisfied with their present incomes.

EXHIBIT 6

RETURNING STUDENTS AND WHY THEY DID NOT CONTINUE


NON-PARTICIPATING GROUP
Plans Expressed at High School Graduation by the Non-Participating Students
GO ON IMMEDIATELY 14.0% (21/150)
NEVER PLANNED TO GO 29.3% (44/150)
STAY OUT THEN RETURN 56.7% (85/150)
Non-Participating Students' Plans for Further Education in 5 Years
NON-PARTICIPATING STUDENTS WHO WILL RETURN 82.0% (123/150)
The Major Reasons Given (By Those Who Will Return) For not Going on After High School
DIDN'T KNOW WHAT TO DO 24.4% (30/123)
WANTED A BREAK 13.0% (16/123)
OBTAINED A GOOD JOB 9.8% (12/123)
GOT MARRIED 8.1% (10/123)

Occupational Categories of Those Planning Post-Secondary Education

Respondents in white collar occupations accounted for the largest occupational category indicating the possibility of further education in 5 years (52.0%), followed by those in blue collar occupations (28.5%). However, the proportions from each category that indicated the possibility of further education were almost identical (i.e. 82.1% and 83.3% of the white and blue collar categories, respectively, indicated the possibility, versus 17.9% and 16.7% of the white and blue collar categories indicated no possibility). Clearly, the largest proportion of those likely to return will come from white collar occupational categories.

Institutional Choice

As mentioned elsewhere (Table 18), Red River Community College was the first choice of 47.6% of those planning to return, followed by The University of Manitoba (15.9%) and The University of Winnipeg (9.5%). A notable relationship was found to exist between the respondent's first choice of institution and his/her occupational category. In the white collar category, 50.0% indicated Red River Community College as their first choice, followed by 14.1% for The

University of Manitoba and 12.5% for The University of Winnipeg. Similarly, in the blue collar category 57.9% indicated Red River Community College as first choice, while 15.8% chose The University of Manitoba first, followed by 5.3% who chose The University of Winnipeg. Agricultural, unemployed, and housewife categories accounted for an insignificant proportion (i.e. 19/126 = 15% versus 81.0% for the white and blue collar categories) of the respondents.

This relationship indicates that for those who plan to return (who are primarily in white and blue collar occupations), Red River Community College is the first choice of institutions (54/102 = 53.0% of the white and blue collar categories combined chose Red River Community College). A possible explanation for this phenomenon is that the respondents (in the two occupational categories) may prefer to undertake studies which have a more practical application, or may be closer related to their present jobs and/or aspirations, than is offered at either university.

Is there any influence of the father's occupational category on the first choice institution? A relationship seems to exist between the respondent's first choice institution and his/her father's occupational category. Respondents whose father was in the white collar category (35/126 =

27.8%) chose Red River Community College (18/35 = 51.4%), University of Mantioba (6/35 = 17.1%) and University of Winnipeg (5/35 = 14.3%). Similarly, respondents whose father was in the blue collar category (56/126 = 44.4%) chose Red River Community College (29/56 = 51.8%), University of Manitoba (9/56 = 16.1%), and University of Winnipeg (5/56 - 5/4%). And, respondents whose father was in the agricultural category (28/126 = 22.2%) chose Red River Community College (11/28 = 39.3%), Assiniboine Community College (7/28 = 25.0%), University of Manitoba (3/28 = 10.7%), and Brandon University and University of Winnipeg (each: 2/28 = 7.1%).

This relationship suggests the same explanation previously given, and seems to indicate that, in general, non-participating students intend to choose institutions which offer more practical, job-oriented programs. Furthermore, the largest proportion of the respondents' fathers were in blue collar occupations, followed by white collar and agricultural occupations. This suggests that the father's occupational category may influence both the decision to return within 5 years, and, the first choice of institution.

Tables 20 and 21 summarize this discussion.

Do some geographic zones seem to be represented more by students who say they still plan on taking post-second-

TABLE 20

INSTITUTIONAL FIRST CHOICE BY OCCUPATIONAL CATEGORY

	Total Indicating The Institution as First Choice	White Collar	Blue Collar	Agricultural	Unemployed	Housewife
Red River Community College	47.6% (60/126)	53.3% (32/60)	36.7% (22/60)	3.3% (2/60)	1.7% (1/60)	3.3% (2/60)
University of Manitoba	15.9% (20/126)	45.0% (09/20)	30.0% (06/20)	10.0% (2/20)	0.0% (0/60)	5.0% (1/20)
University of Winnipeg	9.5% (12/126)	66.7% (08/12)	16.7% (02/12)	8.3% (1/12)	8.3% (1/12)	0.0% (0/12)

TABLE 21

INSTITUTIONAL FIRST CHOICE BY FATHER'S OCCUPATION

Institution	Total Indicating The Institution as First Choice	White Collar	Blue Collar	Agricultural
Red River Community College	47.6% (60/126)	30.0% (18/60)	48.3% (29/60)	18.3% (11/60)
University of Manitoba	15.9% (20/126)	30.0% (06/20)	45.0% (09/20)	15.0% (03/20)
University of Winnipeg	9.5% (12/126)	41.7% (05/12)	25.0% (03/12)	16.7% (02/12)

ary education? Apparently not. Table 22 shows the proportion of respondents from the various geographic zones and also the proportions of "going" and "not going" respondents from each of these zones. No significant statistical differences could be found.[1] Consequently, it appears that students from various geographical areas will return in approximatly the same proportions as their presence in the population.

The sex of those returning to post-secondary education is approximately divided equally between males (52.9%) and females (47.1%).

Reactions to Possible Educational Innovations

Certain types of extra-curricular upgrading courses could be established to help those returning to post-secondary education. These courses could serve to improve skills in various academic areas while the student is enrolled in a post-secondary educational institution. For example, courses on study skills, english, mathematics, reading or speech could be offered. They might enhance the educational progress of the returning student and make it easier and more rewarding.

---

[1]Remember however, that in terms of Manitoba's population, a higher proportion of non-participants comes from outside of Winnipeg (Table 3).

TABLE 22

HOME AREAS OF NON-PARTICIPATING STUDENTS AND THEIR REPRESENTATION AMONG THOSE GOING AND NOT GOING ON TO POST SECONDARY EDUCATION

Home Area	Geographic Representation		Going		Not Going	
	Absolute Frequency	Adjusted Frequency	Absolute Frequency	Adjusted Frequency	Absolute Frequency	Adjusted Frequency
Winnipeg	73	36.9%	46	40.4%	9	37.5%
South East	10	5.1%	4	3.5%	0	0
South Central	5	2.5%	3	2.6%	1	4.2%
North Central	7	3.5%	3	2.6%	2	8.3%
South West	44	22.2%	28	24.6%	6	25.0%
Parklands	22	11.1%	10	8.8%	3	12.5%
Interlake	16	8.1%	11	9.6%	2	8.3%
Northern	21	10.6%	9	7.9%	1	4.2%
No Answer	16	----	0	0	0	0
TOTAL	214	100.0%	114	100.0%	24	100.0%

Respondents planning on returning to post-secondary education were asked to indicate on a five point scale if they most definitely would or definitely would not attend any of the aforementioned courses. A weighted average index again was calculated and plotted in Exhibit 6. Respondents are clearly balanced between those who definitely would attend and those who definitely would not attend in about equal proportions. Consequently, the graph ranges around the midpoint of 3. There is less enthusiasm for english and reading upgrading skills and more enthusiasm for a course on study skills. It appears from these responses that the instigation of such courses would be welcomed by approximately half of the population in question.

Respondents were also asked if other upgrading courses might be desirable. Only 10 responses were given, five of which mentioned languages. Hence, no conclusions can be drawn from these few suggestions.

Another educational innovation which may assist students to gain further post-secondary education would be to hold courses in various community locations such as schools, factories, churches, etc. instead of on campus. Table 23 shows how respondents felt about this proposition. In this table the five point scale is reproduced ranging from "college campus is best", to "community location is best". These constitute the extremes with the numbers 2,

EXHIBIT 7

REACTIONS TO ACADEMIC SKILL UPGRADING COURSES IF OFFERED

	Definitely Would not Attend (= 1)	Definitely Would Attend (= 5)	Actual Score
Study Skills			3.2
English			2.7
Mathematics			3.1
Reading			2.7
Speech			3.04

Number of respondents 123-125

TABLE 23

COMMUNITY VERSUS CAMPUS CLASSES

Scale	Value	Absolute Frequency	Adjusted Frequency	Cumulative Frequency
College Campus is best	1	37	33.0%	33.0%
	2	16	14.3%	47.3%
	3	20	17.9%	65.2%
	4	11	9.8%	75.0%
Community Location is best	5	28	25.0%	100.0%
TOTAL		214	100.0%	

3, and 4 respresenting more moderate positions. It can be seen that the greater proportion of respondents lean towards the college campus as being the most desirable. A total of 47.3% took positions 1 and 2 versus 34.8% who elected positions 4 and 5. Approximately 18% of respondents do not seem to care either way.

IX. CONCLUSIONS

Why did certain people become "non-participants"? There seems to be no simple factor which, if adjusted, would change the pattern. Factors which account for non-participation in post-secondary education seem to be an uncertainty as to what the student wanted to do in life. Coupled with this was a desire to take a break from school for a while and obtain some experience. The occurrence of a job opportunity could also have a bearing on the final decision.

It would seem that many students could have similar feelings yet continue to post-secondary education. Perhaps demographic and socioeconomic factors impinge on the decision-making process. Non-participants come from more rural locations. Their fathers are largely in agricultural or blue-collar-type occupations, and most have less than a grade twelve education. There appears to be little overt parental influence against post-secondary education, but

there may be little active encouragement either. Post-secondary education may not be a part of the normal set of life style expectations; hence there is not enough motivating force to overcome the factors pulling against continuance to post-secondary education.

Non-participants have found jobs in various occupations - few of them too glamorous. A substantial proportion are not too satisfied with their jobs. On the other hand, a substantial group is fairly satisfied. A significant proportion of non-participants are still quite optimistic about taking post-secondary education; with 36% expressing a 60% or greater probability of doing so. The majority of these (64.0%) say they will undertake post-secondary education by Sept. 1977. The majority (64.2%) will enrol full time.

Red River Community College is the overwhelming first choice institution with 47.6% of "going" respondents naming it. This is distantly followed by The University of Manitoba.

APPENDICES

1976 EDUCATION SURVEY

1

This questionnaire is an important part of the educational planning process in Manitoba. Through this, you personally can make a significant contribution. In fact, your help is vital.

Please complete the questions carefully. It will only take about 10-15 minutes. Thanks!

IMPORTANT: Wherever you are asked to enter a number, letter or check mark (✓) as your answer, please mark it clearly in the space indicated.

1. a) At the time you left High School, what were your plans concerning attending university or community college?

Please place number representing your answer (1, 2, or 3) here 6

1) Planned to go as soon as the next possible term started.
2) Planned to stay out for a year or more, then enrol.
3) Never really expected to go to university or community college.

b) Of these alternatives, which did you actually follow?

Please place number representing your answer (1, 2, or 3) here 7

1) Enrolled as soon as next possible term started.
2) Stayed out one year or more, then enrolled.
3) I have never enrolled in university or community college.

NOTE: If you enrolled in university or community college directly after completing High School, please skip to question 3, otherwise complete Question 2.

2. Why did you choose not to go on to further education directly after high school?

i) Please check (✓) the relative influence of each of the following items (a thru t) on your decision to delay. (Mark the space most closely describing your situation - e.g. "Donald Duck" has No influence)

		No Influence				Major Influence	
e.g. Donald Duck told me		✓					
a)	Didn't really want to go on to further education						8
b)	Never thought much about further education						9
c)	Wanted to buy other things (e.g. car) first						10
d)	Believed I had enough education						11
e)	Didn't graduate						12
f)	Became disillusioned through talk with others about the value of education						13
g)	Obtained good job						14
h)	Travel opportunity						15
i)	Student aid award insufficient						16
j)	Summer saving inadequate						17
k)	Not accepted into desired: i) Program						18
	ii) Institution						19
l)	Wanted to take a break from school for a while						20
m)	Not selected from waiting list						21
n)	Wanted some experience first						22
o)	Adequate parental financial support not available						23
p)	Got married						24
q)	Did not know what I wanted to do						25

		No Influence				Major Influence	
r)	Parents didn't encourage me	—	—	—	—	—	
s)	Teachers encouraged me NOT to	—	—	—	—	—	
t)	No program available which suited my career choice	—	—	—	—	—	

u) Other reasons (Please specify)_____

_____

ii) Of all the above items, which was the most important reason for your choice not to go on to further education directly after High School?

Please enter letter representing your answer (a, b, d, . . . etc.) here .....

3. Since you left High School have you taken any further education or training?

Please enter number (1, 2 or 3) here .....

1) Yes, I have completed it.
2) No. *(Please skip to Question 4)*
3) Yes, I am now taking it.

If yes, please specify what program (or course of studies) you were/are enrolled in. _____

_____

Where were/are you enrolled?_____

_____

NOTE: If you have answered yes (either 1 or 3) to Q. 3 above, please skip to Question 11.

4. Within the next five (5) years, is there a **realistic possibility** that you may consider taking further education?

Please enter number (1 or 2) here .....

1) Yes.
2) No. *(If no, please skip to question 10)*

If yes, what are the chances of your doing so?

Please enter number (1, 2, 3, 4, or 5) here .....

1) 20%
2) 40%
3) 60%
4) 80%
5) 100%

5. When do you think you might enrol in a college or university or other school?

Please enter number (01, 02, 03, etc.) here .....

01) Sept., 1976
02) Jan/Feb., 1977
03) Sept., 1977
04) Jan/Feb., 1978
05) Sept., 1978
06) Jan/Feb., 1979
07) Sept., 1979
08) Other

6. a) When do you enrol, do you plan to attend

Please enter number (1 or 2) here .....

1) Full-time; or
2) Part-time Day, Part-time Evening and Saturdays

b) *For the rest of this question, please select your answers from the lists on the pink sheet found at the end of the questionnaire. Simply state the numbers (01, 02, 03, etc.) in the boxes provided here*

a) Which will be your first choice school .....

b) Which will be your second choice school .....

c) Which will be your first choice program .....

d) Which will be your second choice program .....

If you answered 8 or 9 to question a or b above, please specify which school you plan to go to, and

where it is located _____

_____

If you answered 'other' (ie. 24 or 97) to either question c or d above, please specify the programs you intend to follow

_____

7. i) There could be a number of reasons for you to consider taking further education. Please look at the list below and indicate how important each has been in influencing your plans.

Please check the space which most closely describes your feelings for each one of the following:

		Major Reason for My Returning				Very Minor Reason for My Returning	
a)	To get a better job in the same field of work	___	___	___	___	___	61
b)	To get a better job in a different field of work	___	___	___	___	___	62
c)	Dissatisfied with present job	___	___	___	___	___	63
d)	I can see better educated people getting the best work	___	___	___	___	___	64
e)	It is easier than working	___	___	___	___	___	65
f)	I always planned to continue	___	___	___	___	___	66
g)	My parents encouraged me to	___	___	___	___	___	67
h)	My spouse encouraged me to	___	___	___	___	___	68
i)	Just want more knowledge to perform better	___	___	___	___	___	69
j)	My friends are going on	___	___	___	___	___	70
k)	To attain a new life-style	___	___	___	___	___	71
l)	Admission requirements are easier now	___	___	___	___	___	72
m)	I have earned enough to afford it	___	___	___	___	___	73
n)	I hope to obtain government financial assistance	___	___	___	___	___	74
o)	Grading standards are easier now	___	___	___	___	___	75

ii) Other reasons for returning to school _____

_____

_____ 76 77 78

iii) Of all the above, which is the most important reason leading to your considering taking further education? 79

Please enter letter (a, b, d, etc.) here .....

0 2

8. It is sometimes possible to attend upgrading courses (e.g. mathematics) designed to help one succeed in regular college work at the same time as attending regular classes. *For each of the following, please indicate the degree of your interest in attending such a course.*

1 2 3 4 5

	Definitely Would Attend				Definitely Would Not Attend	
How to improve study skills	___	___	___	___	___	1
English	___	___	___	___	___	2
Mathematics	___	___	___	___	___	3
Reading	___	___	___	___	___	4
Speech	___	___	___	___	___	5
Other (Please Specify)	___	___	___	___	___	6

_____ 12 13 14

9. As a convenience to students, college and university classes are sometime held in off-campus neighborhood locations such as schools, factories, churches, etc. *On the following scale please mark the position which most closely represents your opinion.*

Classes on a regular college campus would be best for me ____ ____ ____ ____ ____ Classes at a local neighborhood location would be best for me [15]

If you answered question 9, please skip to question 11.

10. There could be a number of reasons for your plans NOT to take further education in the next few years. Please look at this list below and indicate how significant **each** is to your decision not to take more education.

Please check (✓) the space which most closely describes your feelings for each one of the following:

		Major Reason For No More Education Now				Very Minor Reason For No More Education Now	
a)	I'm just not interested	____	____	____	____	____	[16]
b)	I'm reasonably satisfied with my present situation	____	____	____	____	____	[17]
c)	I have been dissatisfied in previous attempts at further education	____	____	____	____	____	[18]
d)	There are no courses offered in this locality that interest me	____	____	____	____	____	[19]
e)	I cannot afford the cost (including transportation, baby sitters, course materials, etc.)	____	____	____	____	____	[20]
f)	I do not have time even for part-time education	____	____	____	____	____	[21]
g)	I have not taken a course for so long, I would be hesitant about starting now	____	____	____	____	____	[22]

Other reasons for not taking further education now: _____

_____

_____ [23] [24] [25]

11. How would you describe the education, career, and financial assistance counseling **(with respect to post-secondary education)** you received during High School?

Please select your answer from the list on the left hand side and enter the appropriate number for EACH TYPE of counseling in the boxes provided.

1) I never asked for advice from a High School counselor
2) Very adequate
3) Fairly adequate
4) Adequate
5) Fairly inadequate
6) Very inadequate
7) Wish I could have had more
8) Counseling not available at our school

a) Educational counseling ..... [26]
b) Career Counseling ..... [27]
c) Financial Assistance Counseling ..... [28]

Comments _____

_____

_____ [29] [30] [31] [32]

12. Do you think that education beyond high school is:

(Please check (✓) one space closest to your opinion)

i)	Not necessary to get a good permanent job	____	____	____	____	____	Absolutely necessary to get a good permanent job [33]
ii)	Not important for the sake of learning and achieving self-fulfillment	____	____	____	____	____	Extremely important for the sake of learning itself and for achieving self-fulfillment [34]
iii)	Not necessary to achieve progress in career	____	____	____	____	____	Absolutely necessary to achieve progress in career [35]

13. Now we come to some questions about occupation. *For each of the following questions please select your answer from the list below and enter the applicable number in the spaces provided.*

a) What is your occupation? ..... [ ]

b) Your Father's occupation? (If retired, what was it?) ..... [ ]

c) Your Mother's occupation? ..... [ ]

d) If married, your spouse's occupation? ..... [ ]

e) What was your occupation **choice** in your last year of High School? ..... [ ]

OCCUPATION CATEGORIES

01 Managerial, Administrative and Related Occupations - ie. Government Official, Business Manager, administrator

02 Occupations in Natural Sciences, Engineering and Mathematics - ie. technologist, systems analyst, computer programmer, etc.

03 Occupations in Social Sciences and Related Fields - ie. social worker, lawyer, counsellor, librarian

04 Occupations in Religion

05 Teaching - ie. Elementary, secondary, post-secondary

06 Medicine and Health - ie. Nurse, therapist, lab., technologist, doctors, dentist, dental hygienist, etc.

07 Artistic, Performing Arts and Related Fields - ie. printer, photographer, writer, reporter, etc.

08 Occupations in Sports and Recreation

09 Clerical Occupations - ie. secretary, key-punch operator, clerk-typist, accounting

10 Sales Occupations

11 Service Occupations - ie. Food and beverage preparation, waiter/waitress, child care, barber/hairdresser, etc.

12 Agricultural Occupations - ie. farming, animal-husbandry, etc.

13 Fishing, Hunting, Trapping and Related Occupations

14 Forestry and Logging Occupations

15 Mining and Quarrying, including Oil and Gas Field Occupations

16 Processing Occupations - ie. Baker, meat cutter, pulp and paper, etc.

17 Machining and Related Occupations - ie. machine operator, welder, sheet metal worker

18 Product Fabricating, Assembling and Repairing - ie. T.V., electrical and appliance repair, refrigeration, etc.

19 Construction Trades - ie. carpenter, plumber, stone mason, etc.

20 Transportation Occupations

21 Material Handling and Related Occupations

22 Other Crafts and Equipment Operating Occupations - ie. stationary engineer, electronic and telecommunications operator, printing press operator, etc.

23 Occupations not specified elsewhere: (Please specify) _____

_____

14. *For each of the following statements please check (✓) the space which indicates your degree of agreement or disagreement with it.*

		AGREE STRONGLY	AGREE	UN-DECIDED	DISAGREE	DIS-AGREE STRONGLY	
a)	The most important qualities of a real person are determination and driving ambition	1	2	3	4	5	
b)	The best way to judge a person is by their success in their occupation	1	2	3	4	5	
c)	The job should come first, even if it means sacrificing time from recreation	1	2	3	4	5	
d)	When a person is born, the success he's going to have is already in the cards, so he might as well accept it and not fight against it	1	2	3	4	5	
e)	Nowadays, with world conditions the way they are, the wise person lives for today and lets tomorrow take care of itself	1	2	3	4	5	
f)	The best kind of job to have is one where you are part of an organization all working together even if you don't get individual credit	1	2	3	4	5	
g)	All I want out of life in the way of a career is a secure, not too difficult job, with enough pay to afford a nice car and eventually a home of my own	1	2	3	4	5	
h)	The secret of happiness is not expecting too much out of life, and being content with what comes your way	1	2	3	4	5	
i)	It is important to make plans for one's life and not just accept what comes	1	2	3	4	5	
j)	Making plans only brings unhappiness because the plans are hard to fulfill	1	2	3	4	5	

Remember that this survey is STRICTLY CONFIDENTIAL. We will combine your answers with all others received in order that you, and your family, will not be identified.

15. *Please answer the following questions concerning your present occupation. (Answer for previous job if you are not employed right now).*

		VERY DISSATISFIED	SOMEWHAT DISSATISFIED	SATISFIED	QUITE SATISFIED	VERY SATISFIED	
a)	How satisfied are you with the security of your work; that is, that you will not be laid off or fired?	1	2	3	4	5	
b)	How satisfied are you with your present income?	1	2	3	4	5	
c)	How satisfied are you with the respect which others have for your job?	1	2	3	4	5	
d)	How satisfied are you with your present occupation?	1	2	3	4	5	
e)	How satisfied are you that your work gives you a chance to do the things you feel you do best?	1	2	3	4	5	
f)	How satisfied are you with the feeling of accomplishment you get from the work you are doing?	1	2	3	4	5	
g)	How satisfied are you that your work allows you to make independent decisions?	1	2	3	4	5	
h)	How satisfied are you with the working hours and time off from your work?	1	2	3	4	5	

16. What was your approximate overall academic average in your last year of High School?

Please enter number in brackets (1, 2, . . . 8) here .....

(1) below 49 (2) D 50-59 (3) C 60-65 (4) C+ 66-70 (5) B 71-75 (6) B+ 76-79 (7) A 80-85 (8) A+ 86 +

17. a) How many brothers and sisters have you?

Please enter number (0, 1, 2,. . . or 9) here .....

(0) (1) (2) (3) (4) (5) (6) (7) (8) (9) = more than 8

b) How many of these are younger than yourself?
Please enter bracketed number (0, 1, 2 . . . or 9) here .....

(0) (1) (2) (3) (4) (5) (6) (7) (8) (9) = more than 8

18. Do you have brothers or sisters who:

a) have completed some post-secondary education?
Please enter number (1 or 2) here .....

(1) Yes (2) No
If yes, where?_____

b) are now taking post-secondary education?
Please enter number (1 or 2) here .....

(1) Yes (2) No
If yes, where?_____

19. How old are you?
Please enter age here .....

20. What was the highest level of education attained by:
(Please select answer (1, 2, . . .7) from list)

1) Grade eight or less
2) Some High School
3) High School graduate
4) Technical or Vocation School above high school
5) Some College or University
6) University or College Degree
7) Post-Graduate Degree (Masters, Doctorate or equivalent)
8) Other. Please Specify

a) Your Father? .....
b) Your Mother? .....
c) If married; your spouse? .....
d) Highest level you expect to attain in your life .....

3

21. Sex 1) Male 2) Female
Please enter answer number here .....

22. When did you last attend High School?
Please enter last two digits (ie. 1972; enter '72') here .....

23. Name of High School attended?_____

24. City or town in which this school is located

City _____ Province _____

25. Are you now married? 1) Yes 2) No
Please enter number (1 or 2) here .....

If yes, is your spouse working? 1) No 2) Yes: Full-time 3) Yes: Part-time
Please enter number (1, 2 or 3) here .....

If yes, is your spouse a student? 1) Yes 2) No
Please enter number (1 or 2) here .....

26. *Please enter the number of dependant children you have (ie. 0, 1, 2, . . . 9) in this space* .....

27. **Remember that this survey is CONFIDENTIAL, and neither your family nor you yourself will be identified.** Just for classification purposes, would you select the letter that is your best estimate of your total annual income (including your spouse,) *(and enter that letter in this space)* .....

N. under $4,000
O. $4,000-$5,999
P. $6,000-$7,999
Q. $8,000-$9,999
R. $10,000-$11,999
S. $12,000-$13,999
T. $14,000-$15,999
U. $16,000-$19,999
V. $20,000 +

28. Where did you live the longest up to the age of 18?
Please answer each question applicable.

a) city or town:
Please enter number (01 to 10) here .....

01) over 400,000
02) 150,000 to 399,999
03) 50,000 to 149,999
04) 25,000 to 49,999
05) 10,000 to 24,999
06) 5,000 to 9,999
07) 1,000 to 4,999
08) 400 to 999
09) Less than 399
10) Farm

For b thru d 1) Yes 2) No

b) In Manitoba?
Please enter number (1 or 2) here .....

c) In Canada, but outside Manitoba?
Please enter number (1 or 2) here .....

d) Outside Canada?
Please enter number (1 or 2) here .....

e) If from Manitoba, look at the map below *and enter your area number (1, 2, . . . 8) here* .....

Area Number:
1 Winnipeg
2 Steinbach
3 Morris
4 Portage
5 Brandon
6 Dauphin
7 Interlake
8 Northern

29. Since you left school, please tell us briefly what you did. *(Please be as specific as possible)*

	Job Description	Approximate time on job
i) Present job	_____	_____
ii) Previous Jobs a) last job	_____	_____
b) previous job	_____	_____

iii) Travelled extensively? (after leaving school) 1) Yes 2) No
Please enter number (1 or 2) here .....

If yes, *please enter approximate time (in months) here. (ie. if 9 months, please enter '09' in the spaces provided)* .....

iv) How many full-time jobs have you held?
Please enter number of jobs here .....

Thank you for your help. Don't forget to write your n a on the mailing label below so we can send you your copy of "HINTS FOR SEEKING EMPLOYMENT".

MAILING LABEL FOR FREE BOOKLET

Name (Please print) _____

Number and Street _____

City or Town _____ Province _____

Postal Code _____

SCHOOL LIST

01) Brandon University
02) University of Manitoba
03) University of Winnipeg
04) St. Boniface College
05) Assiniboine Community College
06) Keewatin Community College
07) Red River Community College
08) Others in Manitoba (Please specify)
09) Others outside Manitoba (Specify)

UNIVERSITY PROGRAMS

01) Administrative Studies
02) Agriculture
03) Architecture
04) Arts
05) Dental Hygeine
06) Education
07) Engineering
08) Environmental Studies
09) Fine Arts
10) General Studies
11) Home Economics
12) Interior Design
13) Medical Rehabilitation
14) Music
15) Nursing
16) Pharmacy
17) Physical Education
18) Pre-dentistry
19) Pre-medicine
20) Pre-law
21) Science
22) Social Work
23) Urban Studies
24) Others (Please specify)

COMMUNITY COLLEGE PROGRAMS (Two Year Diploma Courses)

Technologies:

41) Biochemical
42) Biological
43) Building
44) Chemical
45) Civil
46) Computers
47) Electrical
48) Electronic
49) Design
50) Drafting
51) Instrumentation
52) Mechanical
53) Power Engineering
54) Production
55) Structural
56) Surveying

Professional:

57) Advertising Art
58) Business Administration
59) Business Teacher
60) Child Care
61) Computer Analyst/Programmer
62) Creative Communications
63) Diploma Nursing
64) Hotel/Restaurant Management
65) Industrial Arts
66) Secretarial Science

Certificate Courses - 1 Year or less:

67) Accountancy
68) Aircraft Maintenance
69) Architectural & Machine Drafting
70) Auto Body or Repair
71) Barbering and Beauty
72) Carpentry
73) Clerical Bookkeeping
74) Clerk-typist or steno
75) Diesel Mechanics
76) Domestic & industrial Electronics
77) Electrical
78) Electronic Communication
79) Food Services
80) Graphic Arts
81) Library Technician
82) Licensed Practical Nurse
83) Machine Shop
84) Appliance Service
85) Medical Laboratory Technology
86) Medical Radiology Technology
87) Medical Records Technician
88) Photographic Technician
89) Plumbing
90) Power
91) Radio Operating
92) Refrigeration and Air Conditioning
93) Sheet Metal
94) Telecommunications
95) Welding
96) Dental Assisting

97) Other Community College Programs (Please specify)

END